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ABSTRACT

Transition, an alternative freshman-year program at North Carolina State University, is evaluated. The program centered around an integrated English-history course taught in an informal residence hall setting and involving nontraditional instruction techniques, and a psychology course directed toward personal development and goal-setting. When compared with non-Transition freshmen, Transition students did not seem to be different in the degree to which they changed their goals, attitudes, or personal attributes during the freshman year, in their overall academic performance, or in their persistence into the sophomore year. However, on many characteristics, Transition students were initially very different from freshmen who did not elect to participate in the program; they were more liberal, more interested in intellectual activities and esthetic characteristics. It was determined that the students who were attracted to participate in this program were not disappointed in it. Survey questions and verbatim responses by these students are appended to provide a better understanding of the nature of the program and the reaction of the students. (SW)

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# TRANSITION:

# evaluation of an innovative freshman program

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# TRANSITION: AN EVALUATION OF THE FIRST YEAR OF AN INNOVATIVE FRESHMAN PROGRAM AT NORTH CAROLINA STATE UNIVERSITY

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May, 1975

# ABSTRACT

Transition was conceived and developed as an alternative to the freshman year and offered initially in the fall of 1973 to students entering selected schools (Agriculture and Life Sciences, Education, and Liberal Arts) of study at North Carolina State University.

The program centered around an integrated English-history course taught in an informal residence hall setting and involving non-traditional instruction techniques, and a psychology course directed toward personal development and goal-setting. All Transition students lived in the same residence hall area but were not isolated from other students living in the same hall.

In the following report, the initial year of Transition is evaluated from several standpoints. When compared with non-Transition freshman, Transition students did not seem to be different in the degree to which they changed their goals, attitudes or personal attributes during the freshman year, in their overall academic performance, or in their peristence into the sophomore year at NCSU.

From this standpoint, having gone through Transition doesn't appear to have a greater impact on the development of these students than going through the regular freshman year at NCSU. However, on many of those characteristics, Transition students were initially very different from freshman who did not elect to participate in the program. They were more liberal, more interested in intellectual activities and esthetical characteristics. It thus appears that the nature of the program (alternative, non-traditional) attracted a different type of student rather than producing a different type of student.

In another segment of the evaluation it is very evident that the students who were attracted to this program were not disappointed in it. When asked to provide open ended responses about the program, Transition students were very enthusiastic and positive. Many complained about the heavy and demanding load but also felt in the end that the work was worthwhile and rewarding. Almost all said they would elect to participate in the Transition program again if given the option. The reader of this report is encouraged to review verbatim responses by these students in the Appendices in order to gain a better feel for the nature of the program and the reaction of these students.

# TRANSITION: AN EVALUATION OF THE FIRST YEAR OF AN INNOVATIVE FRESHMAN PROGRAM AT NORTH CAROLINA STATE UNIVERSITY

## INTRODUCTION

In the fall of 1973, entering freshmen at North Carolina State University (NCSU) who were enrolling in the Schools of Agriculture and Life Sciences, Education, and Liberal Arts and whose predicted grade in English (PGE) was 2.2 or greater were invited to participate in Transition, an innovative freshman year program at NCSU. From a total of approximately 400 eligible students, fifty-three elected to enter the program.

The following study is an evaluation of Transition at the end of its initial year. The study has been written primarily for those who have worked with or are familiar with Transition and thus does not include a detailed description of the program. Information about the program content, organization, etc., can be obtained from the School of Liberal Arts or the Division of Student Affairs at NCSU. For an earlier report on Transition students, the reader is referred to "Transition: A Descriptive Summary of Students Entering an Innovative Freshman Program at North Carolina State University," available from the Department of Student Affairs Planning and Research.

## METHOD

The objective of this study is to compare the following information for Transition students to that for a sample of students who were eligible for but elected not to participate in the program:

1. The extent to which educational goals, political views, attitudes about campus issues, and participation in cultural activities changed during the freshman year.
2. Freshman year academic performance in Transition and non-Transition courses and retention rates into the second year of study at NCSU.
3. The extent to which personality attributes, especially those involving intellectual interests, changed during the freshman year.
4. Satisfaction with class and non-class experiences.
5. Open-ended responses to the Transition program.

This study has not been designed to evaluate specifically the literature-history or psychology-personal development blocks of instruction, however, comments about these components of the program are included in the section summarizing open-ended responses to Transition.

To collect data for the objectives outlined above, Transition students were asked to complete two surveys and a personality inventory at the beginning of the 1973-74 academic year and the same or modified versions of these instruments at the end of that year. Grade and retention data were taken from existing university data files.

The following is a brief description of these instruments. A total of 53 Transition students responded initially and 32 on the follow-up data collection at the end of the freshman year.

1. NCSU Freshman Survey. A survey developed by the Department of Student Affairs Planning and Research to measure educational goals, attitudes on university related issues, previous participation in cultural activities, and political viewpoint of entering freshmen. This survey is modified to measure these same areas at the end of the freshman year.
2. Omnibus Personality Inventory (OPI). A personality inventory constructed to assess selected attitudes, values and interests, chiefly in the area of normal ego-functioning and intellectual activity. A detailed description of the fourteen scales is shown in Table 9.
3. Transition Student Survey. An instrument developed to solicit open-ended responses from Transition and non-Transition students. On the initial survey, Transition students were asked to indicate why they elected to participate in Transition, what they hoped to accomplish in the program, and to evaluate Transition descriptive materials. On the end of the year survey, Transition students were asked if they would again select the program, if they would recommend it to incoming freshmen, what personal objectives were accomplished, what were the most and least valuable Transition experiences, what they would change in the program, and degree of satisfaction with Transition and non-Transition classes. Non-Transition students were asked similar questions appropriate for those who did not select to participate in the program.

These same instruments were completed at the beginning and end of the freshman year by one of two control samples which were used for the purpose of comparison. The first control sample was composed of students selected at random from freshmen who entered the Schools of Agriculture and Life Sciences, Education, and Liberal Arts. This sample is used for comparisons

from the Freshmen Survey shown in Tables 1-6 and on the OPI shown in Table 9. A total of 180 freshmen in this sample initially took the Freshman Survey and the OPI, and 80 completed it at the end of the year.

The second sample was composed of 50 students randomly selected from those who were eligible for Transition but who elected not to participate. Even though only ten of these students completed the Transition Survey follow-up, this sample is used for comparisons for this instrument (shown in Table 8 and Appendices A-J)

In virtually all data analyses in this report, initial mean scores or response distributions for students who completed both the initial and the follow-up were not significantly different from initial mean scores or response distributions for all students. For this reason, most of the data comparisons in the report include only students who completed both the initial and the follow-up.

## RESULTS

### EDUCATIONAL GOALS.

As shown in Table 1, at the beginning of the freshman year, slightly higher proportions of the Transition students reported plans to complete graduate degrees than did students in the control group. Moreover, during the freshman year, Transition students were much more likely to have increased their planned educational level than the control group. Slightly over one-half of the Transition students reported higher goals at the end of the year than at the beginning, while only 6 percent lowered their goals. Approximately equal proportions of the control students lowered (19%) and raised (17%) their goals.

In Table 2 the degree to which selected goals of an education at NCSU became more or less important is shown. At the beginning of the year, "personal development," "acquiring background and specialization for further education," and "social development" were rated as the most important goals by Transition students and by the control group. In addition, Transition students rated four goals as more important than did the control group and two goals as less important than the control group. Given these initial differences, comparison of the degree to which each of these goals became more or less important during the freshman year indicates very similar patterns for both groups. "Personal and social development" became more important for both groups, while "acquiring background and specialization for further education" became less important. "Acquiring a broad cultural and literary education,"

"developing an appreciation and enjoyment of art, music, and literature," and "developing an ability to write and speak clearly, correctly and effectively" also became more important for both groups. The importance of all other goals did not change substantially.

CAREER PLANS

Table 3 indicates that approximately one-half of the Transition students did not have a particular career plan or goal at the beginning of their freshman year compared to only 30% without a plan in the control group. However, a larger proportion of Transition students developed a career plan during the year than was true for the control group. As a result of this difference, approximately equal proportions from each group reported having a particular career plan or goal in mind at the end of the freshman year.

POLITICAL VIEWS

At the beginning of the year, Transition students reported themselves to be considerally more liberal in their political viewpoint than the control group. During the year, this characteristic did not change substantially for either group as shown in Table 4. Transition students became slightly more liberal and the Control group became slightly more conservative, but these differences were not statistically significant.

CAMPUS ISSUES

At the beginning of the year, Transition and the control sample had similar levels of agreement or disagreement on six of nine campus issues. Table 5 shows that significantly larger proportions of Transition students than the control group agreed that "college grades should be abolished," that "colleges would be improved if organized sports were de-emphasized." and a significantly smaller proportion agreed that "student publications should be cleared by college officials." During the freshman year, there was very little change in initial attitudes on these issues. On the issue "college grades should be abolished," there was a significantly greater change in the direction of disagreement for Transition students than the control group. For "college officials have the right to ban persons with extreme views from speaking on campus," and "student publications should be cleared by college officials" there was more disagreement at the end of the year than initially for both groups.

PARTICIPATION IN CULTURAL ACTIVITIES

Table 6 shows that Transition students were more likely than control students to have participated in cultural activities prior to their entry to NCSU and furthermore, that Transition students were more likely to participate in this type of activity during the freshman year. In only two activities, "Doing painting, sculpture, etching, etc.," and "Doing woodwork, ceramics, weaving or other craft," did a lower proportion of Transition students report participation during the freshman year than before entry. In the following activities, a substantially greater proportion of Transition students participated during the freshman year than prior to entry: "Participating in the production of a play, performance, etc.," "Attending a symphony concert," "Attending a religious concert," and "Attending a classical ballet performance." Unlike Transition students, in a majority of these activities, a lower proportion of the control group participated during the freshman year than prior to entry.

ACADEMIC PERFORMANCE AND RETENTION

Table 7 indicates that both Transition students and the control sample had a mean predicted grade average of 2.2 and both groups performed slightly better with Transition students and the control group having a mean first-year grade-point-average of 2.7 and 2.6, respectively. The retention rate into the sophomore year for Transition students was 83.7%, slightly below the 88% for the control group. Within the Transition group, students from all three schools performed better in their Transition courses than in their non-Transition courses. In addition, Liberal Arts students performed better in their non-Transition courses than did the Agriculture and Life Sciences and the Education students.

SATISFACTION WITH CLASS AND NON-CLASS EXPERIENCES

At the end of the year Transition students and the control group were asked to rate their class and non-class experiences at NCSU. As shown in Table 8, Transition students were much more satisfied with their Transition classes than with non-Transition classes. Although the number of respondents in the control group is very small, their evaluation of classes is similar to Transition students' evaluation of their non-Transition classes. In other words, Transition classes were reported as highly satisfactory by Transition students while non-Transition classes were of average satisfaction to both Transition students and the control sample. Both groups reported a high degree of satisfaction with non-class experiences.

OMNIBUS PERSONALITY INVENTORY

Mean scores for Transition students and the control group on each of the fourteen OPI scales and a description of each scale are shown in Table 9. Each OPI scale has a range of 20 to 80 and a mean of 50. The intellectual disposition category (IDC) is a combination of the first six scales shown in the table and ranges from 1 to 7. Differences between mean follow-up scores for each group were tested with analysis of covariance which takes into account differences between initial means. Thus, a significance difference between follow-up means indicates that the change between the initial and follow-up is significantly greater for one group than another. For example, on the Thinking Introversion Scale, the mean score dropped from 54.1 to 52.7 for Transition students and from 46.1 to 44.6 for the control group. Taking into account the initial difference between the groups, and the fact that the amount of change for each group is approximately equal, the analysis indicates that the follow-up means are not significantly different.

A review of Table 9 indicates that, with the exception of the Autonomy

scale, changes from the initial to the follow-up on all OPI scales were not significantly different for the two groups. Thus, there is no indication that Transition students experienced greater development in areas measured by the OPI than was true for freshmen not involved in this program.

The significant difference in the autonomy scale indicates that Transition students had a greater increase in the characteristic composed of liberal, non-authoritarian thinking; a need for independence; a tendency to be independent of authority as traditionally imposed through social institutions; opposition to infringements on the rights of individuals; tolerance of viewpoints other than their own; and intellectually and politically liberal viewpoints.

Despite the lack of differences in change from the initial to the follow-up, Table 9 does reflect the substantial difference between the two groups initially. The first six scales shown in Table 9 are related to intellectual interests and functioning. On all of these scales Transition students had significantly higher initial scores than did the control group. This indicates that Transition attracted students who already possessed a greater interest in reflective thought, academic and artistic activities, complexity as opposed to simplicity, and skepticism of conventional religious beliefs and practices. The lower initial Intellectual Disposition Category (IDC) score for Transition students also reflects this greater preference for intellectual activities since this scale is reversed (i.e., lower scales represent higher intellectual interests). A more detailed summary of the initial differences on those first six scales can be made by referring to the scale definations shown in Table 9.

Initial differences between Transition and control students can also be seen for some of the non-intellectual scales. Transition students were less inclined to seek social activities and contacts (SE); more likely to express impulses and have an active imagination (IE), and much less likely to be interested in practical, applied activities and in material possessions (PO). Control

students were less likely to report attitudes and behaviors which characterized socially alienated or emotiomal disturbed persons (PI).

TRANSITION STUDENT SURVEY

The final section of this study is composed of open-ended responses made by Transition and non-Transition students at the end of the freshman year. This section provides a good indication of the nature of the program and how Transition students responded to it. Transition students overwhelmingly would elect to again participate in the program if given the opportunity. Those who would not were concerned about the heavy load and demands of the program (Appendix A). A variety of objectives were felt to have been accomplished. Mentioned particularly were formation of friendships and developing the ability to think for myself. (Appendix B). The most valuable experiences seemed to center around class discussions and group projects (Appendix C) and the least valuable around some of the films and the poetry notebook (Appendix D). Although many would change nothing about the program, others mentioned including more field trips and reduction in the amount of required reading (Appendix E). Almost all Transition students would advise a new freshman to participate in the program if the student were equipped to handle the heavy work load (Appendix F). Final comments about Transition are shown in Appendix G. The overall nature of these comments reflects a high level of enthusiasm and positive reaction ot this program. Most students felt it was a rewarding and worthwhile freshman experience.

Approximately one-half of the non-Transition students reported they knew more about Transition at the end of the year than during the fall, primarily as a result of information in the Technician (Appendix H) and that they would recommend Transition to an incomming freshman (Appendix J). These students overwhelmingly said they still would not opt for Transition if they could make the decision again (Appendix I).

TABLE 1

FRESHMAN YEAR CHANGES IN EDUCATIONAL GOALS

| Initial | | | End-of-Freshman Year | | |
|---|---|---|---|---|---|
| Goal | Transition | Control | | Transition | Control* |
| Some college | 0% | 1% | Lower goals | 6% | 19% |
| Bachelors | 40 | 48 | No change | 39 | 64 |
| Masters | 31 | 27 | Higher goals | 55 | 17 |
| Doctorate | 29 | 24 | | | |
| | 100 | 100 | | 100 | 100 |
| *N* = | *48* | *177* | | *31* | *78* |

*Distribution significantly different from Transition at .05 level of confidence.

TABLE 2

IMPORTANCE OF SELECTED GOALS OF EDUCATION AT NCSU

| | Initial importance | | | % who changed during freshman year | |
|---|---|---|---|---|---|
| | Transition | Control | | Transition | Control |
| **Personal Development - understanding one's own abilities, limitations, interests, and standards of behavior.** | | | | | |
| Very important | 74% | 68% | Greater importance | 19% | 19% |
| Moderately important | 22 | 28 | No change | 75 | 72 |
| Not important | 4 | 3 | Lower importance | 6 | 9 |
| **Acquiring background and specialization for further education in a professional, scientific, or scholarly field.** | | | | | |
| Very important | 74 | 75 | Greater importance | 13 | 10 |
| Moderately important | 16 | 18 | No change | 59 | 62 |
| Not important | 10 | 7 | Lower importance | 28 | 28 |
| **Social development - gaining experience and skill in relating to other people.** | | | | | |
| Very important | 62* | 57 | Greater importance | 28 | 18 |
| Moderately important | 30 | 40 | No change | 66 | 75 |
| Not important | 8 | 3 | Lower importance | 6 | 8 |
| **Developing an ability to think critically and to understand the origin, nature, and limitations of knowledge.** | | | | | |
| Very important | 56 | 55 | Greater importance | 16 | 19 |
| Moderately important | 38 | 40 | No change | 72 | 57 |
| Not important | 6 | 5 | Lower importance | 12 | 24 |
| **Understanding different philosophies, cultures, and ways of life.** | | | | | |
| Very important | 48* | 20 | Greater importance | 19 | 21 |
| Moderately important | 46 | 66 | No change | 66 | 68 |
| Not important | 6 | 14 | Lower importance | 16 | 11 |
| **Acquiring a broad cultural and liberal education.** | | | | | |
| Very important | 40* | 34 | Greater importance | 31 | 24 |
| Moderately important | 58 | 58 | No change | 59 | 71 |
| Not important | 2 | 8 | Lower importance | 9 | 17 |
| **Developing an appreciation and enjoyment of art, music, and literature.** | | | | | |
| Very important | 38* | 17 | Greater importance | 25 | 26 |
| Moderately important | 51 | 64 | No change | 69 | 61 |
| Not important | 11 | 19 | Lower importance | 6 | 13 |
| **Developing an ability to write and speak clearly, correctly, and effectively.** | | | | | |
| Very important | 32 | 36 | Greater importance | 22 | 28 |
| Moderately important | 58 | 54 | No change | 69 | 53 |
| Not important | 10 | 10 | Lower importance | 9 | 19 |
| **Developing an understanding and appreciation of science and technology.** | | | | | |
| Very important | 24* | 40 | Greater importance | 19 | 15 |
| Moderately important | 54 | 45 | No change | 69 | 60 |
| Not important | 22 | 15 | Lower importance | 12 | 24 |
| **Knowing how to participate effectively as a citizen in one's community and in wider areas.** | | | | | |
| Very important | 20* | 32 | Greater importance | 28 | 30 |
| Moderately important | 58 | 57 | No change | 47 | 53 |
| Not important | 22 | 11 | Lower importance | 25 | 17 |
| *Number =* | *63* | *178* | | *32* | *80* |

*Transition distribution significantly different from control group at .05 level of significance.

TABLE 3

FRESHMAN YEAR CHANGES TO THE QUESTION,
"Do you have a particular career plan or career goal in mind at this time?"

| | Initial | | | End of Freshman Year | |
|---|---|---|---|---|---|
| | Transition | Control | | Transition | Control |
| Yes | 53% | 70% | Changed to NO | 9% | 5% |
| No | 47 | 30 | No change | 53 | 81 |
| | | | Changed to YES | 38 | 14 |
| | 100 | 100 | | 100 | 100 |
| *N =* | *81* | *32* | | *78* | *32* |

TABLE 4

INITIAL AND END-OF-FRESHMAN YEAR POLITICAL VIEWS

| | Initial Views | | | % who changed views during freshman year | |
|---|---|---|---|---|---|
| | Transition | Control | | Transition | Control |
| Ultra-liberal | 0% | 3% | More liberal | 16% | 12% |
| Liberal | 60 | 30 | No change | 74 | 69 |
| Middle-of-the-road | 33 | 33 | More conservative | 10 | 19 |
| Conservative | 6 | 16 | | | |
| Untra-conservative | 0 | 1 | | | |
| *Number =* | *48* | *178* | | *31* | *80* |

TABLE 5

AGREEMENT AND CHANGE DURING FRESHMAN YEAR WITH SELECTED CAMPUS ISSUES

| | % who agree initially | | | % who changed during freshman year | |
|---|---|---|---|---|---|
| | Transition | Control | | Transition | Control |
| Faculty promotions should be based in part on student evaluations. | 88% | 84% | Changed to agree | 9% | 14% |
| | | | No change | 81 | 76 |
| | | | Changed to disagree | 9 | 10 |
| College grades should be abolished. | 55* | 16 | Changed to agree | 3** | 9 |
| | | | No change | 72 | 86 |
| | | | Changed to disagree | 24 | 5 |
| Universities should restrict enrollment in degree programs in which supply of graduates exceeds demand. | 38 | 47 | Changed to agree | 20 | 15 |
| | | | No change | 70 | 68 |
| | | | Changed to disagree | 10 | 18 |
| Students from disadvantaged social backgrounds should be given preferential treatment in college admissions. | 36 | 30 | Changed to agree | 17 | 16 |
| | | | No change | 73 | 70 |
| | | | Changed to disagree | 10 | 14 |
| Colleges would be improved if organized sports were de-emphasized. | 31* | 15 | Changed to agree | 9 | 9 |
| | | | No change | 84 | 86 |
| | | | Changed to disagree | 6 | 5 |
| College officials have the right to ban persons with extreme views from speaking on campus. | 16 | 19 | Changed to agree | 0 | 2 |
| | | | No change | 94 | 85 |
| | | | Changed to disagree | 6 | 13 |
| Student publications should be cleared by college officials | 8* | 30 | Changed to agree | 0 | 4 |
| | | | No change | 90 | 72 |
| | | | Changed to disagree | 10 | 24 |
| College students attending public universities should pay a greater proportion of the cost to educate themselves. | 6 | 18 | Changed to agree | 7 | 5 |
| | | | No change | 90 | 85 |
| | | | Changed to disagree | 3 | 10 |
| College officials have the right to regulate behavior off-campus. | 4 | 6 | Changed to agree | 0 | 1 |
| | | | No change | 97 | 94 |
| | | | Changed to disagree | 3 | 5 |
| *Number =* | *52* | *177* | | *32* | *81* |

*Proportion significantly different from control proportion at .05 level of significance.

**Distribution significantly different from control distribution at .05 level of significance.

TABLE 6

PARTICIPATION IN SELECTED ACTIVITIES DURING YEAR PRIOR TO NCSU ENTRY AND DURING THE FRESHMAN YEAR

| | % participating prior to entry | | | % whose participation changed during freshman year | |
|---|---|---|---|---|---|
| | Transition | Control | | Transition | Control |
| Attending a play, musical, or outdoor drama | 90% | 79% | Changed to Yes | 3%** | 6% |
| | | | No change | 97 | 66 |
| | | | Changed to No | 0 | 28 |
| Visiting an art gallery or museum | 90* | 54 | Changed to Yes | 13 | 15 |
| | | | No change | 78 | 69 |
| | | | Changed to No | 9 | 16 |
| Playing a musical instrument | 72* | 42 | Changed to yes | 16 | 5 |
| | | | No change | 69 | 81 |
| | | | Changed to No | 16 | 14 |
| Participating in the production of a play, performance, etc. | 66* | 47 | Changed to Yes | 22** | 9 |
| | | | No change | 69 | 50 |
| | | | Changed to No | 9 | 41 |
| Doing painting, sculpture, etching, etc. | 64* | 31 | Changed to Yes | 7 | 5 |
| | | | No change | 74 | 74 |
| | | | Changed to No | 19 | 21 |
| Doing wood work, ceramics, weaving, or other craft | 56 | 51 | Changed to Yes | 10 | 5 |
| | | | No Change | 60 | 66 |
| | | | Changed to No | 30 | 29 |
| Attending a chamber music concert | 40* | 18 | Changed to Yes | 17 | 13 |
| | | | No change | 63 | 74 |
| | | | Changed to No | 20 | 13 |
| Attending a symphony concert | 36 | 29 | Changed to Yes | 33** | 23 |
| | | | No change | 67 | 61 |
| | | | Changed to No | 0 | 16 |
| Attending a religious concert | 32 | 46 | Changed to Yes | 29** | 9 |
| | | | No change | 55 | 67 |
| | | | Changed to No | 16 | 24 |
| Attending a classical ballet performance | 26 | 12 | Changed to Yes | 55** | 17 |
| | | | No change | 45 | 74 |
| | | | Changed to No | 0 | 9 |
| *Number* = | *50* | *178* | | *32* | *50* |

*Proportion significantly different from control proportion at .05 level of significance.

**Distribution significantly different from control distribution at .05 level of significance.

TABLE 7

FIRST YEAR CUMULATIVE GPA AND RETENTION RATES
FOR TRANSITION AND CONTROL SAMPLE

| | TRANSITION | | | | CONTROL |
|---|---|---|---|---|---|
| | AGLS | ED | L.ART | TOTAL | SAMPLE |
| Mean UPGA | 2.2 | 2.4 | 2.1 | 2.2 | 2.2 |
| Mean Transition | 3.3 | 2.4 | 3.1 | 3.1 | - |
| GPA[a] | - | - | - | - | - |
| Mean "Other" GPA[b] | 2.3 | 1.9 | 2.8 | 2.5 | - |
| Mean Total GPA | 2.6 | 1.9 | 2.8 | 2.7 | 2.6 |
| *Number* | *22* | *3* | *23* | *48* | *47* |
| Percent continuing into 2nd. Yr. at NCSU | 84.0 | 33.3 | 90.5 | 83.7 | 88.0 |

[a]Mean GPA in English 112F and 266T and History 243F and 244T

[b]Mean GPA in all courses other than English 112F and 266T and History 243F and 244T

TABLE 8

SATISFACTION WITH CLASS AND NON-CLASS
FRESHMAN YEAR EXPERIENCES

| | Transition Class Experiences | Non-Transition Class Experiences | | Non-Class Experiences | |
|---|---|---|---|---|---|
| | | Transition | Control | Transition | Control |
| Highly satisfactory | 47% | 11% | 20% | 41% | 50% |
| 4 | 47 | 11 | 40 | 44 | 20 |
| 3 | 5 | 50 | 30 | 13 | 20 |
| 2 | - | 11 | - | - | 10 |
| Not at all satisfactory | - | 16 | 10 | 2 | - |
| | 99 | 99 | 100 | 100 | 100 |
| *Number* = | *38* | *44* | *10* | *39* | *10* |

TABLE 9

INITIAL AND FOLLOW-UP OMNIBUS PERSONALITY INVENTORY SCORES FOR TRANSITION AND CONTROL SAMPLE

| | Transition | | | Control | | |
|---|---|---|---|---|---|---|
| | Initial | Follow-up | Difference | Initial | Follow-up | Difference |
| Thinking Introversion | 54.1 | 52.7 | - 1.4 | 46.1 | 44.6 | - 1.5 |
| Theoretical Orientation | 51.8 | 50.6 | - 1.2 | 47.4 | 45.8 | - 1.6 |
| Estheticism | 59.7 | 59.4 | - .3 | 48.4 | 48.0 | - .4 |
| Complexity | 57.8 | 58.0 | + .2 | 48.8 | 49.0 | + .2 |
| Autonomy | 57.7 | 59.7 | + 2.0 | 49.9 | 51.6* | + 1.7 |
| Religious Orientation | 54.1 | 55.6 | + 1.5 | 48.4 | 49.4 | + 1.0 |
| Social Extroversion | 47.1 | 47.9 | + .8 | 50.5 | 49.8 | - .7 |
| Impulse Expression | 56.1 | 57.0 | + .9 | 51.8 | 52.7 | + .9 |
| Personal Integration | 45.5 | 48.2 | + 2.7 | 50.8 | 51.7 | + .9 |
| Anxiety Level | 49.3 | 49.8 | + .5 | 50.2 | 50.9 | + .7 |
| Altruism | 54.6 | 55.2 | + .6 | 50.8 | 51.0 | + .2 |
| Practical Outlook | 43.1 | 42.5 | - .6 | 52.0 | 51.7 | - .3 |
| Masculinity-Femininity | 43.6 | 44.4 | + .8 | 48.2 | 48.7 | + .5 |
| Response Bias | 46.3 | 48.4 | + 2.1 | 49.2 | 48.5 | - .7 |
| Intellectual Disposition | 4.2 | 4.3 | + .1 | 5.6 | 5.7 | + .1 |

*Significantly different from Transition Follow-up when adjusted for initial at .05 level of significance

Table 9 (Cont.)

DEFINITIONS OF THE FOURTEEN OPI SCALES

1. Thinking Introversion (TI) Persons scoring high on this measure are characterized by a liking for reflective thought and academic activities. They express interests in a broad range of ideas found in a variety of areas, such as literature, art, and philosophy. Their thinking is less dominated by immediate conditions and situations, or by commonly accepted ideas, than that of thinking extroverts (low scorers). Most extroverts show a preference for overt action and tend to evaluate ideas on the basis of their practical, immediate application, or to entirely reject or avoid dealing with ideas and abstractions.

2. Theoretical Orientation (TO) This scale measures an interest in, or orientation to, a more restricted range of ideas than is true of TI. High scorers indicate a preference for dealing with theoretical concerns and problems and for using the scientific method in thinking; many are also exhibiting an interest in science and in scientific activities. High scorers are generally logical, analytical, and critical in their approach to problems and situations.

3. Estheticism (Es) High scorers endorse statements indicating diverse interests in artistic matters and activities and a high level of sensitivity and response to esthetic stimulation. The content of the statements in this scale extends beyond painting, sculpture, and music, and includes interests in literature and dramatics.

4. Complexity (Co) This measure reflects an experimental and flexible orientation rather than a fixed way of viewing and organizing phenomena. High scorers are tolerant of ambiguities and uncertainties; they are fond of novel situations and ideas. Most persons high on this dimension prefer to deal with complexity, as opposed to simplicity, and very high scorers are disposed to seek out and to enjoy diversity and ambiguity.

5. Autonomy (Au) The characteristic measured by this scale is composed of liberal, non-authoritarian thinking and a need for independence. High scorers show a tendence to be independent of authority as traditionally imposed through social institutions. They oppose infringements on the rights of individuals and are tolerant of viewpoints other than their own; they tend to be realistic, intellectually and politically liberal, and much less judgmental than low scorers.

6. Religious Orientation (RO) High scorers are skeptical of conventional religious belief and practices and tend to reject most of them, expecially those that are orthodox or fundamentalistic in nature. Persons scoring around the mean are manifesting a moderate view of religious beliefs and practices; low scorers are manifesting a strong commitment to Judaic-Christian beliefs and tend to be conservative in general and frequently rejecting of other viewpoints. (The direction of scoring on this scale, with religious orientation indicated by low scores, was based chiefly on the correlation between these items and the first four scales which measure a general intellectual disposition.)

7. Social Extroversion (SE) This measure reflects a preferred style of relating to people in a social context. High scorers display a strong interest in being with people, and they seek social activities and gain satisfaction from them. The social introvert (lower scorer) tends to withdraw from social contacts and responsibilities.

8. Impulse Expression (IE) This scale assesses a general readiness to express impulses and to seek gratification either in conscious thought or in overt action. High scorers have an active imagination, value sensual reactions and feelings; very high scorers have frequent feelings of rebellion and aggression.

9. Personal Integration (PI) The high scorer admits to few attitudes and behaviors that characterize socially alienated or emotionally disturbed persons. Low scorers often intentionally avoid others and experience feelings of hostility and aggression along with feelings of isolation, loneliness, and rejection.

10. Anxiety Level (AL) High scorers deny that they have feelings or symptoms of anxiety, and do not admit to being nervous or worried. Low scorers describe themselves as tense and high-strung. They may experience some difficulty in adjusting to their social environment, and they tend to have a poor opinion of themselves. (Note the direction of scoring on this scale: a high score indicates a low anxiety level, and vice versa.)

11. Altruism (Am) The high scorer is an affiliative person and trusting and ethical in his relations with others. He has a strong concern for the feelings and welfare of people he meets. Low scorers tend not to consider the feelings and welfare of others and often view people from an impersonal, distant perspective.

12. Practical Outlook (PO) The high scorer on this measure is interested in practical, applied activities and tends to value material possessions and concrete accomplishments. The criterion most often used to evaluate ideas and things is one of immediate utility. Authoritarianism, conservatism, and non-intellectual interests are very frequent personality components of persons scoring above the average.

13. Masculinity-Feminity (MF) This scale assesses some of the differences in attitudes and interests between college men and women. High scorers (Masculine) deny interests in esthetic matters, and they admit to few adjustment problems, feelings of anxiety, or personal inadequacies. They also tend to be somewhat less socially inclined than low scorers and more interested in scientific matters. Low scorers (feminine), besides having stronger esthetic and social inclinations, also admit to greater sensitivity and emotionality.

14. Response Bias (RB) This measure, composed chiefly of items seemingly unrelated to the concept, represents an approach to assessing the student's test taking attitude. High scorers are responding in a manner similar to a group of students who were explicitly asked to make a good impression by their responses to these items. Low scorers, on the contrary, may be trying to make a bad impression or are indicating a low state of well-being or feelings of depression.

APPENDIX A

TRANSITION STUDENT SURVEY

QUESTION 1: KNOWING NOW WHAT YOU DO ABOUT TRANSITION; WOULD YOU STILL OPT FOR THE PROGRAM? IF NOT, WHY NOT?

Yes - 31 responses

but only for the first semester. After that the heavy work load out weights the social value.

because it is quite helpful for a student during the freshman year. Meet new people and become acquainted with the University as a whole.

I learned a lot about my courses and about the University and how to use it. I liked the informality and the projects.

the amount of work involved was not fully conceived by myself (I had never worked hard at anything in school) yet, the learning and scope of awareness will, I believe, stay with me.

No - 4 responses

I haven't the skill to handle such a heavy liberal arts program along with my Ag. Life Sciences courses. I have really enjoyed and learned a lot from Transition and I have done fairly well in it, but my science courses have suffered.

in fact, I wouldn't be at college. I'd be dead.

although I learned probably much more than I would have otherwise, it consumed a lot of my time and its difficulty brought down my other grades.

It put me further behind in my major than I thought. I also didn't have enough time to put a lot of work in the courses needed for my major.

APPENDIX B

TRANSITION STUDENT SURVEY

QUESTION 2: WHAT PERSONAL OBJECTIVES DO YOU FEEL YOU HAVE ACCOMPLISHED AS A RESULT OF YOUR PARTICIPATION IN TRANSITION?

Learned new ideas - became more interested in reading and politics

better understanding of America - her problems and her actions.

I got to know a lot of people involved with how the school is run and I know where to go for what. That's very important.

I came into the program expecting a "new fresh, enlightening outlook in freshmen living." I hardly know any freshmen other than those in Transition. I feel maybe a little too involved in the program.

made more friends than I would have.

My handwriting has improved, and I've learned to sit in the corner so that no one sees me when I pick my nose.

I was stimulated to intellectually think about history and events today more.

Got into the habit of studying and making the best use of my time.

I have discovered that college is not too difficult if one works at it. A college is not an institution without feelings.

I wanted to meet people and did. I wanted to take my classes under an informal atmosphere and did. I wanted to be forced to think, not have anothers ideas thrust upon me.

An ability to think; really have the opportunity to critisize, praise, rip apart and build up an event or mood evident in American literature and history. My learning was open and progressive, I wasn't spoon fed a pre-conditioned English/History sequence. I will not so readily accept all I am told - for I have discovered an ability to question and to seek out. Every event has become multi-faceted instead of one dimensional.

The ability to express ideas more freely - a closer understanding of others' views; innovations.

I have become under read and hopefully improved my writing.

I had no specific objective accept to learn what I could from the program.

I have learned to think for myself. I can express myself on a piece of paper. I no longer look at a book and think that everything that is says is true.

an increased ability to motivate and depend upon myself.

I am able to get to know people better because of the personalization of the program. I also know more people better than I would have normally.

I know a lot more about myself and in general. I got to know my professors and classmates better than if I hadn't participated in the programs.

I feel that I have had time to adjust to college life with a group of freshmen in the same situation. U.S. English and History have helped me to understand my culture.

(1) Meeting people, (2) Enabled me to dual major in four years because of large humanities background, (3) Now I understand myself and others better, and feel that I finally am able to think clearly.

(1) to feel at home with instructors-to be able to say whatever I wish without feeling judged by them; (2) to beat the 'number' complex, so often experienced in universities. Transition itself is more personal - but without it, I would feel just as a number. Mike and Jim made me aware and try to take advantage of some possibilities the university offers in order to express one's opinion (newspaper, radio). Your voice can be heard-if you fuss and yell loud enough. I have always been out to voice my opinion and not to conform to others. I am pretty open minded but am more objective now. I appreciate people more now. I find things in some that I cannot stand but I do not hold it against them. I have an extreme amount of patience with those that get on my nerves. I have become more aware of my own worth. When working in groups on a project, the burden of responsibility usually fell on my shoulders but now I make sure others share in this responsibility. I won't let people run over me. I may have learned this, this year without being in Transition, but I know the conscious effort of the instructors sparked it.

Learned to be more objective about things. Got to know the university better than other freshmen.

(1) I've begun to love learning; (2) I've become a critical thinker; (3) I've learned how to ask questions; (4) I've seen now the world can be both rotten and beautiful. Actually, the objectives are innumerable.

Made a lot of new friends, and learned new ways of doing things and more about life.

I wanted something different from regimental school life - and I got it. At some expense since I am Ag & Life Sciences. But it gave me good insight into humanities studies.

Interaction with people, development of university knowledge.

Have somewhat developed an ability to put literature and history together; to understand causes and effects.

became more thoroughly acquainted with American history and literature.

None

Learning to think for myself; having to be dependent upon myself and responsible; understanding the people and tones of the U.S.

(1) I know myself better in relation with a group. (2) I don't accept as much at face value. (3) I have learned to use the resources available to me. (4) I've learned to think for myself.

(1) A broader knowledge of History and English. (2) Greater amount of friends and people I trust and care about. (3) Involvement in life.

Have learned technical skills like how to write organized papers and be able to express my opinions and ideas. More important, however, I have learned to analyze and think for myself - to question truth and existing order of things, and have not been told to merely accept what the professor says is truth.

A good start on a history major, a greater understanding of American Literature than I would have been able to get.

New friends, a successful freshman year and a new outlook on college.

I feel I learned more about 'who' I am - I learned to work with people of different cultural background and interest. I'm become less prejudiced through not only our experiences, but also from what I've learned in class.

APPENDIX C

TRANSITION STUDENT SURVEY

QUESTION 3: WHAT WERE THE MOST VALUABLE EXPERIENCES OF TRANSITION?

A play - 1890's; attending class; psychology

Group sharing not only in psychology, but in every class; being able to be on first name basis with instructors and have the opportunity to become friends not just acquaintances.

Having the chance to know my professors as people, getting to know other people, and having to work for a grade.

Meeting people and getting to know and understand groups of people. Putting history and English together - one helping to explain the other.

The projects, the classes and social value.

Staying up all night, learning about fire hydrants, the movies, the themes, and the term papers.

Being forced to read so much.

Preparing colloquium projects.

Having qualified teachers who become personally involved and devoted much of their time to the program. Academic gratification from the courses themselves.

The classes, the movies, learning about the people and adjustments.

(1) Closeness of people, (2) Good learning situation - the informality and friendliness lent a mood of trust and feelings of confidence. We were expected to confront issues and back up our arguments, (3) Exposition to new material.

Psych 200 - learning more about myself; learning to question, rather than accept, ideas

Reading novels.

Open discussions offered a new learning experience through projects, papers, and discussion I have become more aware of myself/major as to relates to myself and others. Transition has involved me to develope critically oriented interpretations concerning specifics and generalities.

Class discussions, speakers, the reading. the close group atmosphere was important. The professors were approachable. You felt as though you could talk to them or disagree with them.

The class discussions were very important. Our projects that we did I liked a lot:

- projects - those which I worked on hardest - '1890's' production, 1860 election - interactions.

Group discussions on subjects tangent to the subject (showing relevence to subject studied). Psychology group experiences.

Have learned technical skills like how to write organized papers and be able to express my opinions and ideas. More important, however, I have learned to analyze and think for myself - to question truth and existing order of things, and have not been told to merely accept what the professor says is truth.

A good start on a history major, a greater understanding of American Literature than I would have been able to get.

New friends, a successful freshman year and a new outlook on college.

I feel I learned more about 'who' I am - I learned to work with people of different cultural background and interest. I'm become less prejudiced through not only our experiences, but also from what I've learned in class.

The learning from professors, the books, the other students and on my own.

English and History classtime was the most valuable, along with living in the same dorm complex with the other participants.

(1) Getting to know people; (2) Having a 'controlled' environment of both classes and extra-curricular activities.

(1) Being friends with my instructors - in high school, I was on a friendly basis with my teachers but I expected to run into tense barriers and professors at school. (Stupid student vs. Profound Professor complex) (2) Working in groups on plays, etc. which were fun and stimulating, I felt as if it was worth the struggle.

The close relationship between the professors and students. The courses and the way they were taught.

The professors, the kids, the projects, the discussions, the books, and sense of being in a small, secure school, the hard work, etc. etc. etc.

Living and working together on a mutual, non-status level. Therefore, we could become well acquainted (more so than must casual dorm relationships) and approach one another about Transition, and eventually, other matters.

In general, discussions.

Meeting other people in their fields on NCSU's campus and being able to talk to them informally.

Class discussions; visiting speakers and panels.

Small classes extemporaneous teaching; friendships.

Class and coloquim projects and discussions. Also English and History themes.

(1) Psychology class; (2) First semester projects; (3) The group as a whole; (4) Expecially Mike Reynolds and Jim Crisp.

The meeting and getting to know the other students on a one-to-one basis. From the academic standpoint I learned more about the interaction of history and English. Psychology class was the greatest experience of the group.

The <u>style</u>, open discussions - relaxed atmosphere - small classes to you can develop meaningful reationships.

Closeness and availability of instructors.

The projects and working together and becoming an individual in the classes.

The projects we did. Attending the programs in Stewart Theater. Lectures in class and colliquim. Some of the films.

Colloquium projects; a chance to communicate with professors on non-academic subjects; experimental situation invites new ideas.

QUESTION 4: WHAT WERE THE LEAST VALUABLE?

First name basis stressed so that students felt from the first a lack of authority.

Some of the readings didn't affect me at all and seemed boring and a waste of time.

It is almost as if you belong to the program and not the program to you. Of course, the program is what you make it.

Poetry notebook and Whitman.

The "C" I got in History last semester.

Colloquia projects - I've participated in group efforts since kindergarden and it always seems to turn out to be one or two doing all the work.

Psychology 200. We really didn't have to work at all for the three hours credit. The Psychology tests were useless in my opinion.

The lack of arangements in some of the activities because of the newness of the projects.

Some of the colloquiums.

The excessive work load often exceeded the amount of time I had to put into the program. It caused some cases of slackness on my part as a loss for me.

Colloquium notebook - my mind is blank.

Poetry notebook.

None

Some of the reading.

Sometimes the colloquiua lacked cohesion.

Films of little relevence to subject. Readings in psychology book.

The poetry notebook.

Some of the movies, especially first semester, were not very valuable.

Filling out questionnaires.

Some of the movies. They were decent films, yet time is of essence to me and the movies took up some of that time. I really can't find much to complain about. There was a hell of a lot of work but I don't consider it worthless. At the time, I may be frustrated but afterwards I felt as if it were worth the struggle.

Some reading.

Poetry and History colloquim notebooks; some movies.

First semester exams.

The first smesmter exams.

The poetry notebooks and colloquium projects.

Some of the films.

Many of the films were useless.

What I found to be least valuable were academic related things such as certain books or papers that I felt were trivial.

A couple of books and a couple of classes.

The films.

Occasional films.

None

APPENDIX E

TRANSITION STUDENT SURVEY

QUESTION 5: WHAT WOULD YOU CHANGE ABOUT THE PROGRAM?

Nothing

I think instructors should establish at the first of the year that slackness will not work and that papers have to be turned in on time. Sometimes I felt because we were on such a friend type basis with Jim and Mike that I could get away with things I could not get away with in other classes. I also feel a list of a few of the required books should be sent to upcoming Transition students during summer so they may have the chance to 'get ahead' so they will be able to 'keep up' during the fall.

Not as much reading - most of it was interesting and good but the time allowed usually wasn't sufficient for me.

The work load; Whitman, impossible themes, and Mike's pessimism.

More involved reading, more literal theme topics, the usual bullshit. What I'd really like to see is a communal living situtation in which we can all really get to know each other in a spiritual way.

Do away with the collouquim.

Having projects and term papers due at a certain time with no exception.

Better planning, get better attendance for the classes.

Through Transition the professors and students became very close by nature of the program. Sometimes the professors make too many allowances to certain students (not handing in papers, not attending class) to a degree that is unfair to students who do participate.

I would like to see the pace slowed a bit. When 400+ pages are assigned - their potential value is often lost in our hurridness to complete weekly assignments.

I would cut selected readings - rehearsal for reconstruction.

Possibly change the poetry notebook to having the students write their own poetry in a notebook.

More selective process for the group. Many of the students were of no value to the group - or themselves in this particular program.

The library should be abolished! It is a rip-off - more money should be supplied to the program, especially for films and fields trips.

The reading.

Varied class situations - short debates, student participation.

Not much. Tone down the themes and topics and a little less reading. Keep the classes the same as they are presently. More field trips.

Try to eliminate some of the reading to enable students to assimulate more of what they do read.

(1) No reading over vacations. I did so much during the normal course of the year that I got really upset when assigned a book to read over my vacation. Similarly, the teachers should lay off their work during their vacation (such as grading papers). Vacation means: freedom from regular duties and engagements especially from academic or legal duties. (2) Not to be reading in so many books at one time - it boggles the mind.

Have more field trips.

Make it a four-year program, or at least present a type of the program for each level, with different people.

Less reading.

I believe the emphasis is about right on Transition, however the work load should be decreased slightly so more time can be spent on other work. The psychology program did not seem beneficial to me.

Credit - no credit for colloquium - better grades are deserved.

Some of the tests, and would have more blacks in the program.

Perhaps more field trips - the area has excellant resources for such.

Work load.

Lessen the work load some.

Nothing. This year the program was new - we had to feel our way along. Next year the program will have experience to back it up.

Nothing.

Get rid of the above (poetry notebooks and colloquium projects) or make them optional.

Courses should be graded more loosely, could have made better grades in regular English.

Not so much outside reading and pressure.

The idea of changing classes to T-T and having colliquium on Wednesday is a good idea. It would give more time to do the reading and probably draw better attendance to the colliquium. I must admit, I was awfully tempting a couple of times to skip Friday's colliquium and my other class and go home. I've loved the close relationship we've shared with Jim and Mike, but sometimes I'd get mad when I did poor work because they knew me and knew I was capable of better. This has made me work harder and try more than I normally would have, however, maybe students would learn more if more college classes were like this rather than so impersonal.

More student initiated projects, debates, public speaking, warnings given to those that don't add to the program - more art work and music incorporated into times covered, more poetry - less traditional in-class lectures.

Careful choosing of Transition people coming to class late, decrease work load.

I would include more social functions in the program.

APPENDIX F

TRANSITION STUDENT SURVEY

QUESTION 6: WOULD YOU ADVISE A FRESHMAN TO PARTICIPATE IN TRANSITION? IF NOT, WHY NOT?

Yes, but on the condition that he realized the amount of work and demand.

Yes, providing he can keep up with the reading and not be scared to be confused.

Yes, but only for the first semester. After that the heavy work load out ways the social value.

Not if he can't take bullshit or know when to dish it out. Not if he can't talk to any type of person with a straight face and sound sincere. Yes, if he can write.

Yes, if he wanted to get the most education possible at school. No if he wanted to get good grades and have free time together.

Yes, if he is in Liberal Arts or History.

Yes, because he will benefit from it.

Yes, if the freshman can afford to spend the extra time and would be interested in working in an experimental program.

Yes, I have never felt more stimulation for learning America's past. As a science major, this program was very good in that it produced in me, an effort and want to learn in an area I had long since dismissed as boring.

Yes, However I would indicate to him that he should expect arprogram which demands of him a willingness to probe, initiate and act.

Yes, if he were willing to put a lot into the program.

Yes, as long as they are aware of the amount of work. It is much more enjoyable than the regular history and especially the English courses. The standard courses, expecially the English course seem so limited and sterile. while Transition offers a broader spectrum. Also, I learned to condition myself to study. It was either study or flunk and feel lost in class discussions.

Yes, I already have.

Would advise only for students willing to put in extra hours and perhaps only for the above-average student.

Yes, but not all freshmen.

Only if they are willing to do for the program instead of expecting everything to be handed to them as if theywere still in high school.

Yes (21 votes)

Yes and No. The experience has been an exceptional one which I'll never forget, nor regret. I have learned a lot this year, and not just in class, and I am grateful to the program and those who helped make it work. However, I do not feel the program is for everyone. It takes a willingness in a person to work and cooperate with others to make them a useful part of the program. Therefore, I would definitely advise an outgoing hardworking, open-minded person to participate, but would not advise anyone whom I felt would not be willing to work and participate.

APPENDIX G

TRANSITION STUDENT SURVEY

QUESTION 7: ANY FINAL COMMENTS ABOUT TRANSITION?

The program naturally needs some working on, but I think it's great and should definitely be continued. (I do feel the reading requirements should be lessened, some of us just aren't speed readers.) Mike & Jim were great! This was the first really good U.S. History course I had ever had, and I feel like I've gotten a lot out of it. Mike made me question a lot of ideas I'd never thought about or else never wanted to think about, now I really appreciate it however. This has been my first and only year at NCSU due a change of plans. Had it not been for Transition I would not have returned second semester and I don't feel I would have been as satisfied here or would have learned as much as I have had it not been for the program. Thanks! Keep it up!

A needed experience for many people.

The program is excellent, and I hope to see it continue.

It was a worthwhile experience. I think I got more our of the program than I put in.

A thoroughly worthwhile experience though certain personal problems caused me to not take complete advantage of it.

No.

Really a great experience.

I think more blacks should be introduced to this program.

I enjoyed it.

Enjoyed it and learned a lot.

Transition is one thing that you dislike sometimes when you're doing it and feel good about when you've done it.

It's great. I would advise it to any freshman who doesn't mind thinking.

Excellent program and professors. The work was hard, but worthwhile. Should be continued.

I feel Transition has helped me a lot. I am more comfortable around people and I have a better knowledge of the University than many of my non-Transition friends.

Its difficult and challenging. You are able to understand the different eras. Its not memorization of facts and figures. You learn alot about yourself and life. Its a good experience for any student. He also learns how to use the University facilities and where to go and who to see and ask. It also gives the freshman the chance to get to know a group of people well which isn't possible with an ordinary class schedule. Knowing people your freshman year makes the adjustment to college life easier. Transition also provides a type of security. Its a stimulating and interesting program. One problem may be getting too involved with the people to the point where school work is hindered.

It's a great program. The course instructors - everything was fantastic. My point of view concerning the validity of things written as FACT has changed drastically. Transition, it's like saying good-bye to an old friend. I'll miss it.

I have enjoyed the program tremendously. Mostly for the experiences of putting together programs that work out well. Jim and Mike are two of the best people and teachers I have met here in Raleigh. They have tried to help, not only in class, with all school problems. They have been more than just teachers but also friends. Through I have not had very good grades in other subjects I have really enjoyed Transition.

When I tally all my feelings about Transition and what I have gained directly and indirectly from the program, I can only be glad that I took a chance on an experimental program that sent out really crazy pamphlets.

A fantastic program for a student that wants to get more out of their freshman year - gives rise to letting the student decide how they want to learn - something that is quite rare in college due to high enrollment, etc. Much praise is due to both Mike Reynolds and Jim Crisp, they were the only people that saved me from a passive confusing year. Glad they care enough to even bother. Transition has convinced me to stay at State. With the hope that perhaps other professors will also feel as they did and do something about it.

When I came to school I thought all my ideas on government, social, religious, etc. issues were settled. I had on open mind but I didn't question that much. Transition has taught me how to think. It has also helped me question and has helped me learn how to ask the right questions. I've probably never been more confused about my beliefs than through Transition but I've enjoyed every minute of it. Jim and Mike are fantastic people and try their best to help anyone and to just be friends. They succeded.

I dug it. With all of its faults, its still one helluva program.
I'm dissatisfied, but I dug it.

Do away with the colliquia.

Though I do not think Transition is for all freshmen students, to me it was invaluable and I will always remember it. The first year of college is a very trying period and Transition made it worthwhile and easier.

I believe Transition has been a worthwhile program. There have been many bugs found but I feel these can either be worked out or worked around.

Transition is O.K. for some but could be bad for those who want only good grades and no unnecessary education for their major.

Transition is a worthwhile experience. The many extra hours put in by both Crisp and Reynolds are a great contribution to the program's success. Both are very competent in this type of teaching.

As in any program or living situation, you quite often do not reap the values of your experiences until a later point of your life. Whether or not the positive outweights the negative, or the good times outweight the bad is not measurable; there needs and is a combination of both in all experiences. I cannot evaluate a program such as Transition in terms of a, b, c, (or D, none of the above). The work was hard, stimulation was refreshing and I am thinkful the opportunity was mine.

Would like to emphasize the importance of projects - as a learning experience they are invaluable, the student becomes actively interested out of a desire to do so, the more interested he becomes, the more involved he becomes which reactivates interest - a self propelling learning experience.

Thank you - I was worked to the bone at times, but indeed, it was a valuable experience.

It would only become mush-mush, but I hope Mike and Jim know how much they have done for the Transitiors. Most importantly, they have made the freshmen year stimulating and fun. I've met some tip-top people, both professors and students, and I wouldn't trade my experiences in Transition for anything. Now, all that hard work seems so worthwhile. My only hope is that the University will someday realize this kind of learning is the only way to learn. Be sure to integrate the projects of first semester,for the following second semester projects weren't as fulfilling. P.S. I loved it! Thanks millions!

The personal interaction between both students and teachers allowed for a free flowing academic atmosphere which is of ultimate importance in a learning experience.

APPENDIX H

NON-TRANSITION STUDENT SURVEY

QUESTION 1: DO YOU KNOW MORE ABOUT TRANSITION NOW THAN YOU DID LAST FALL? IF YES, PLEASE INDICATE THE SOURCES THROUGH WHICH YOU LEARNED MORE ABOUT THE PROGRAM.

Yes - 5 responses

the school newspapers

professors connected with it.

I have learned a little bit more about the program through talking to people and publications such as the Technician.

I just heard it mentioned occasionally in conversations with other students. Also, I saw several posters telling of debates, etc. given by the students in Transition.

the only thing I know new about the Transition Program is what I've read in the newspaper.

No - 5 responses

APPENDIX I

NON-TRANSITION STUDENT SURVEY

QUESTION 2: WOULD YOU OPT FOR TRANSITION NOW IF YOU COULD START YOUR FRESHMAN YEAR OVER? WHY OR WHY NOT?

Possibly yes - 1 response

jumping into a large University from high school is quite a change, and Transition may make things easier to live with. I would opt for Transition if I could take my math requirements.

I don't know - 1 response

No - 8 responses

I do not know much about the program and I really don't care to know anymore.

I enjoy the campus life I'm living at the moment.

because I'm still not interested in a living-learning arrangement. I feel that I learn more being on my own.

I can't give a definite reason because I haven't been in it, but I feel I have learned a lot this year without it.

I would not opt for Transition because I feel that I have gotten ahead in my major field by not choosing to go into Transition.

not interested.

because I wanted to be in NCSU choir and I was told I could not do both.

I still think it was best for me to be on my own my freshman year without belonging to a special group.

APPENDIX J

NON-TRANSITION STUDENT SURVEY

QUESTION 3: WOULD YOU RECOMMEND TRANSITION TO AN INCOMING FRESHMAN? WHY OR WHY NOT IF DIFFERENT FROM QUESTION #2.

Yes - 2 responses

if the individual were able to arrange it in his schedule.

jumping into a large University from high school is quite a change, and Transition may make things easier to live with.

I would recommend Transition to a person I thought would enjoy it or needed it.

It would be entirely up to the freshman.

No - 2 responses

I should know after next year. I would be serving as an upper class advisor in the Living & Learning Program in Metcalf. I will be participating in one cluster class.

I would not recommend Transition to the incoming freshman who does not feel that he is capable of the extra reading and work that goes along with Transition.